DOCUMENT RESUME

ED 326 662 CE 056 422

AUTHOR Schneider, Sherrie; Brookhart, Donna
TITLE Teachers/Industry/Education Partnership.
SPONS AGENCY Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE 90
NOTE 42p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Exchange Programs; *Internship Programs; Job Skills; *Retraining; *School Business Relationship; Secondary Education; *Teacher Improvement; Two Year Colleges; Vocational Education; *Vocational Education Teachers
IDENTIFIERS *Job Shadowing; Partnerships in Education

ABSTRACT

This resource guide provides information to teachers, business/industry representatives, and local administrators who are interested in working together to update technical/teaching skills of vocational teachers. It contains a purpose, objectives, and a list of activities designed to upgrade teacher occupational competencies. Information for business and industry is then provided, including a survey of businesses regarding desire to participate, tips for creating a successful internship, a sample training agreement, and exit interview form. The "information for teachers" section provides these materials related to an internship: tips for selecting a good site for an internship, tips for a successful internship, schedule for interviewing the person who actually interviews entry-level people in the technical jobs for which the teacher prepares students, a sample daily log, exit interview form, and forms for a curriculum updating plan to be completed after the internship. A data sheet and sample shadow experience are also provided. A final section for teachers contains materials on a teacher/industry representative exchange, including a description of the program and criteria for selection of both teachers and business members. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

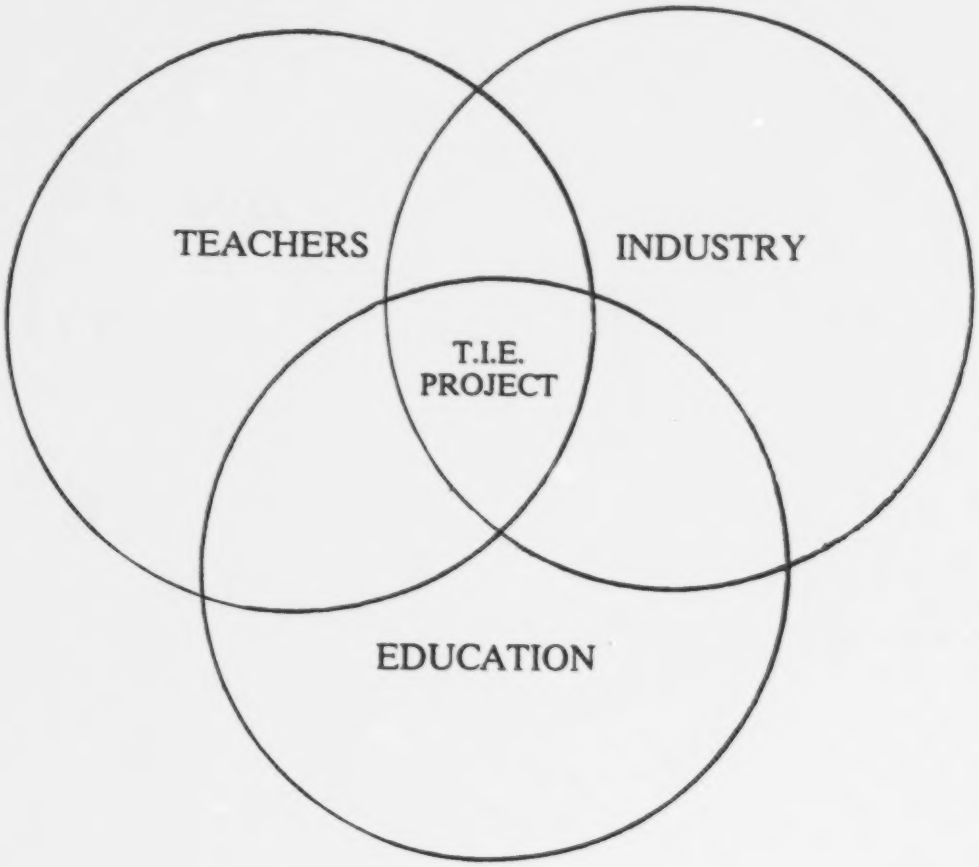
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. D. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



SPONSORED BY

COLORADO
COMMUNITY COLLEGE &
OCCUPATIONAL EDUCATION
SYSTEM

Acknowledgement:

Special appreciation is given to:

Colleen Collins
Coordinator of Human Resources
Minnesota Technical College System

For her assistance in sharing materials and information that helped to develop this Resource Guide.

This Resource Guide Contains:

- Purpose
- Objectives
- Activities Designed to Upgrade Teacher Competencies
- Information For Business/Industry Members
- Information For Teachers
- Highlighted Activities
  - Internship
  - "Shadowing"
  - Teacher/Industry Representative "Exchange"

INTRODUCTION

The Need For A Partnership Between Teachers and Industry Members:

Education has become a national concern. The effects of unemployment, increasing skill and educational requirements and the changing demographics of the workforce are just a few of the issues facing industry and schools alike.

In view of the rapidity with which technological advancements affect both our personal and professional lives, it is imperative that teachers have the mental attitude and the professional and technical skills to manage these advancements and the change created by them.

Fundamental to the management of change is the concept of lifelong learning. Vocational teaching requires a commitment to and the continual updating and retraining of both technical and professional skills.

A comprehensive, coordinated in-service/updating training program can provide the training needed to produce vocational educators with the perspective and understanding to become leaders in their field of expertise.

The focus of this plan is the vocational educator. Skill development, retraining or updating takes place in two areas, professional and technical. The technical component will be addressed in this project through a collaborative effort between business and industry and education.

PURPOSE

The purpose of this resource guide is to:

- Provide information to teachers, business/industry representative, and local administrators who are interested in working together to update technical/ teaching skills.
- Provide examples of activities and ares for involvement of teachers in business/industry.
- Provide supportive assistance, forms, etc. for implementation.

****

OBJECTIVES

- To update the technical skills of vocational education teachers.
- To cultivate closer relationships between the school and business/industry.
- To provide opportunities for business/industry to have input into local vocational education programs.

ACTIVITIES DESIGNED TO UPGRADE TEACHER OCCUPATIONAL COMPETENCIES

ACTIVITY	TYPE OF EXPERIENCE
-- VISITATION/FIELD TRIP	Plan a tour or visit to an industry or agency to learn about recent changes and developments.
-- IN-SERVICE WORKSHOP	A planned workshop for teachers to upgrade competencies in occupational areas.
-- SABBATICAL LEAVE	A planned professional leave to return to industry for several months or a year to upgrade competencies.
-- SUMMER EMPLOYMENT	Short-term upgrading experiences in a new developing phase of the occupation - to supplement existing competencies.
-- INTERNSHIP *	Internships are planned to meet the needs of each intern. Placement and coordination with employers is planned to provide a maximum of educational opportunities.
-- COMPANY-OPERATED SCHOOL	Attend an industry-operated in-house training for the purpose of providing upgrading experiences in advanced related technical training.
-- INDUSTRY WORKSHOP/ SEMINAR	Workshop or seminar conducted by industry to upgrade craftsmen and technicians on recent developments. (Usually one-two day sessions.)
-- "SHADOWING" *	Each teacher is assigned or selects to work with or fill-in for an employee for a few hours. In this one-on-one situation, teachers gain insight into the skills, etc. needed in a particular job.
-- TEACHER/INDUSTRY REPRESENTATIVE "EXCHANGE" *	An interested teacher and an interested member of industry/business work together to "exchange" places for a short period of time.

BUSINESS/INDUSTRY INTERNSHIP

INFORMATION FOR BUSINESS AND INDUSTRY

Sample

TEACHERS/INDUSTRY EDUCATION SURVEY

In regards to the T.I.E. Project:

I. ___ My company is willing to participate this year by:

___ Willing to participate in "shadowing" experiences with teachers.

___ Providing guest lecturer for classroom teacher.

___ Willing to support teacher internship or short-term work experience.

___ Other (Please describe)

II. ___ We won't be able to participate this year.

Signed: _____
Members Name

_____
Member's Company

Please return this survey to:

THE BUSINESS AND INDUSTRY INTERNSHIP PROGRAM

HOW TO HELP CREATE A SUCCESSFUL INTERNSHIP

TIPS FOR EMPLOYERS:

1. REQUIRE THE TEACHER TO FOLLOW THE ACCEPTED COMPANY PERSONNEL POLICIES.

2. PROVIDE GUIDANCE TO HELP THE TEACHER FIT IN WITH OTHER EMPLOYEES.

3. SET UP THE NECESSARY CONTACTS SO THE TEACHER WORKS IN THE APPROPRIATE AREA WITH THE RIGHT PERSON.

4. SET UP A WORK SCHEDULE.

5. PROVIDE MEANINGFUL WORK EXPERIENCE.

6. ALLOW THE TEACHER TO WORK IN A PRODUCTION CAPACITY.

7. PROVIDE THE TEACHER WITH WORKMANSHIP STANDARDS.

8. PROVIDE THE TEACHER WITH ACCESS TO COMPANY TRAINING MATERIALS WHICH APPLY TO THE TEACHER'S INSTRUCTIONAL AREA.

9. PROVIDE OPPORTUNITIES FOR THE TEACHER TO PARTICIPATE IN APPROPRIATE STAFF MEETINGS.

10. PROVIDE OPPORTUNITIES FOR THE TEACHER TO MEET KEY EMPLOYEES.

11. PROVIDE FOR SOURCES AND CONTACTS FOR SUPPLIES AND EQUIPMENT.

12. PROVIDE SOME TIME OFF FOR ENRICHMENT EXPERIENCES.

13. ASK THE TEACHER TO KEEP A DAILY LOG.

TRAINING AGREEMENT
BUSINESS/INDUSTRY INTERNSHIP PROGRAM FOR
VOCATIONAL TEACHERS

Complete with internship training sponsor at the closing of the pre-internship meeting.

Occupational Area of Internship _____

Teacher _____ **School** _____ _____

Industry Training Sponsor _____ **Company** _____

Teacher Agreement: **In accepting this internship assignment, I agree to follow the personnel policies of the company I am assigned, and the training plan developed with the training sponsor.**

Upon completion of the internship, I agree to evaluate the internship experience and communicate this evaluation in writing to the training sponsor.

General Information to be Provided by the Training Sponsor:

1. **Requirements for new employees, including occupational skills, academic and retraining requirements, and information on how new employees are obtained.**
2. **Opportunities to learn about and participate in company training programs when appropriate.**
3. **Opportunities to learn about the company administrative structure, and to participate in appropriate staff meetings.**

Specific Skill Training to be Provided:

The new technologies or new skills, and the skills to be upgraded as identified on the Training Plan during the pre-internship meeting are attached.

Participant Job Title _____ **Hours Per Week** _____

Start Date _____ **Concluding Date** _____

_____ _____
Training Sponsor Signature/Date **Teacher/Participant Signature/Date**

_____
Vocational Director/Date

INTRODUCTION TO WORK AREA

1.) Sample Introduction

"I would like to introduce_____, who teaches

_____ Program at _____ Technical College.

_____ will be here from_____ to _____

as a teacher/intern learning new skills to update his/her vocational program."

Teacher/intern says in anticipation of his/her time with the company:

"I'm looking forward to the experiences I will gain here in the next few weeks.

I'm particularly looking forward to gaining the following skills

_____, _____, _____,

_____."

"I will be taking _____ (teacher/intern) around to show

him/her the plant/company and introduce him/her to you.

Please join me in welcoming _____."

EXIT INTERVIEW EMPLOYER FORM

Company Name _____ Intern _____

Contact Person _____ College _____

1) DID YOU HAVE THE NECESSARY RESOURCES TO PROVIDE SKILLS ON THE TRAINING PLAN?

TIME	yes_____	no_____	EQUIPMENT	yes_____	no_____
PERSONNEL	yes_____	no_____	SPACE	yes_____	no_____
EXPERTISE	yes_____	no_____			

COMMENTS:

2) TYPE OF INITIATIVE TEACHER TOOK TO COMMUNICATE WITH YOUR SUPERVISORS: excellent ____ satisfactory ____ unsatisfactory ____

3) WHAT IS YOUR OPINION OF THE INTERNSHIP LENGTH?

_____Should be longer to learn identified skills
_____Identifies skills don't require 3 weeks to learn
_____O.K. as is.

4) WHAT DID YOU OR THE COMPANY GAIN BY HAVING A TEACHER INTERN?

5) WAS THE INDUSTRY BROCHURE SUFFICIENTLY INFORMATIVE?
yes_____ no_____
ADDITIONS:

6) DO YOU HAVE SUGGESTIONS FOR US TO ADD TO THE "TIPS FOR EMPLOYERS?"

7) WHAT SUGGESTIONS DO YOU HAVE TO IMPROVE THE PROGRAM?

8) ARE YOU WILLING TO PROVIDE ANOTHER TEACHER WITH AN INTERNSHIP IN YOUR COMPANY? yes____ no____ comment_____

9) This is to certify that_____ has worked_____ *actual hours of technical updating at my company from
_____ 199_____ TO _____ 199_____

_____
Employer Signature

_____
Date

INFORMATION FOR TEACHERS

TEACHERS/INDUSTRY/EDUCATION

NEED:

- Lifelong Learning
  - New challenge to our education institutions and business.
  - Employees are being asked to learn several jobs so that they can work successfully within a "team" environment.
  - Employees are being asked to train other employees.
  - Being trained and educated is the key to job security in the future.

- Teacher/Employees Needs
  - Employees need more math, problem-solving, statistics, and team building skills, as well as computer literacy.
  - Instructors need to teach the basic information that becomes the foundation for lifelong learning:
    - Language/Communication Skills
    - Quantitative Skills
    - Problem-Solving Skills
    - Interpersonal/Attitudinal Skills
    - Job-Seeking and Self-Advancement Skills

THE KEY TO A GOOD INTERNSHIP IS A GOOD SITE

THE TEACHER IS THE MOST QUALIFIED TO DETERMINE THE SITE BECAUSE:

1) You have the best understanding of what your needs are.

2) You know how flexible your schedule is.

3) You know your time limits in relation to travel.

4) You have the best idea of the type and size of company in which you would like to intern.

HOW IS A SITE IDENTIFIED?

1) Through advisory committee members.

2) Suggestions from other staff members.

3) Professional contacts - Unions - Associations.

4) Cold calls.

HOW A SITE IS FIRST CONTACTED: (Cold Calls)

1) Call by phone, ask for the person responsible for hiring. (Personnel Director or Director of Human Resources.)

2) Introduce yourself...say "I am participating in a Business/Industry Internship program sponsored by the

3) Ask this question: "Would it be possible to visit with you to explain the program and to determine if it would be mutually beneficial?"

4) If "yes", set the date, time and place. Make the visit.

BUSINESS/INDUSTRY INTERNSHIP PROGRAM FOR VOCATIONAL TEACHERS

HOW TO HAVE A SUCCESSFUL INTERNSHIP

TIPS FOR TEACHERS

1. In preparing for the internship, be very specific when identifying the skills you want upgraded and/or the new skills you want to learn.

2. Follow the personnel policies of the company providing you with the internship.

3. Have the industry contact person (training sponsor) make the initial contacts for you with those individuals who will provide you with training.

4. Keep a daily log.

5. Ask questions and follow through on suggestions given.

6. Participate in productive work whenever possible.

7. Be a team player.

8. Above all be enthusiastic.

9. Remember the success or failure of the internship is your responsibility.

- INTERVIEW PERSON WHO HIRES, EVALUATES, PROMOTES, FIRES WORKERS

WHO TO INTERVIEW

--The person who actually interviews the entry level people in the technical jobs for which you prepare students.

SUGGESTED QUESTIONS FOR INTERVIEW

--Do you mind if I take notes to help me remember?

--What's your history with the company?

--What changes have you seen with the company?

--How often do you hire?

--What skills are you looking for? (specific)

--What attitudes or personal qualities are most important?

--What do you look for on the application? Why?

--What kinds of interview questions do you typically ask an applicant?

--What are some reasons you wouldn't hire someone?

--What is starting salary range?

--How often are new employees evaluated?

--How are they evaluated?

--What are they evaluated on?

--Do you have an evaluation sample I could see/have?

--How are good performances rewarded?

--What do you look for in people to promote?

--Have people ever been fired? why?

THANK YOU FOR YOUR TIME!

Note: We suggest you have a list of questions prepared for each interview.

INTRODUCTION TO INTERNSHIP
(FIRST DAY)

A) REVIEW WITH SUPERVISOR

--Training Plan - skills you hope to learn
--Schedule
--Calls
--Work Area
--Parking
--Confidentiality

B) INTRODUCTION TO WORK AREA

--Be prepared to share who you are and your purpose
Wear name tag with school and program (unless company suggests otherwise)

--Provide introduction sheet
To be attached to bulletin board and/or to be included in company newsletter.

C) PROFESSIONALISM DURING INTERNSHIP

HOURS --your hours to conform with Company requirements.

DRESS --clothing to conform to company employees and company image.

ROLE --1) initiate questions but do not advise or assume the role of an expert or consultant.
2) Do not evaluate other employees for the company or become involved in company politics.

TRAINING AGREEMENT
BUSINESS/INDUSTRY INTERNSHIP PROGRAM FOR
VOCATIONAL TEACHERS

Complete with internship training sponsor at the closing of the pre-internship meeting.

Occupational Area of Internship _____

Teacher _____ **School** _____

Industry Training Sponsor _____ **Company** _____

Teacher Agreement: **In accepting this internship assignment, I agree to follow the personnel policies of the company I am assigned, and the training plan developed with the training sponsor.**

Upon completion of the internship, I agree to evaluate the internship experience and communicate this evaluation in writing to the training sponsor.

General Information to be Provided by the Training Sponsor:

1. **Requirements for new employees, including occupational skills, academic and retraining requirements, and information on how new employees are obtained.**
2. **Opportunities to learn about and participate in company training programs when appropriate.**
3. **Opportunities to learn about the company administrative structure, and to participate in appropriate staff meetings.**

Specific Skill Training to be Provided:

The new technologies or new skills, and the skills to be upgraded as identified on the Training Plan during the pre-internship meeting are attached.

Participant Job Title _____ **Hours Per Week** _____

Start Date _____ **Concluding Date** _____

_____ _____
Training Sponsor Signature/Date **Teacher/Participant Signature/Date**

_____
Vocational Director/Date

THE BUSINESS AND INDUSTRY INTERNSHIP PROGRAM

DAILY LOG

PROGRAM TITLE: _____

TODAY'S DATE: _____

1. I PERFORMED WORK THAT CONTAINED THE FOLLOWING SKILLS THAT ARE OR SHOULD BE INCORPORATED IN MY CURRICULUM:

   _____

   _____

   _____

2. I LEARNED HOW TO PERFORM THE FOLLOWING TASKS (components of the above skills) WHICH SHOULD BE ADDED TO MY CURRICULUM:

   _____

   _____

   _____

3. I ESTIMATE THAT THE AMOUNT OF TIME IT WILL TAKE TO TEACH EACH OF THE ABOVE TASKS WILL BE:

TASKS:	TIME NEEDED:
_____	_____
_____	_____
_____	_____

4. I INTEND TO ELIMINATE THE FOLLOWING SKILLS AND/OR TASKS IN MY PRESENT CURRICULUM TO ENABLE ME TO ADD THE NEW SKILLS/TASKS:

   _____

   _____

5. I IDENTIFIED THE FOLLOWING SUPPLIES OR EQUIPMENT I WILL NEED TO IMPLEMENT THE NEW SKILLS/TASKS IN MY CURRICULUM:

SUPPLY/EQUIPMENT	DESCRIPTION	CO./SOURCE
_____	_____	_____
_____	_____	_____
_____	_____	_____

DAILY LOG (continued)

6. I DISCOVERED THE FOLLOWING NEW SOURCES FOR SUPPLIES OR EQUIPMENT:

   ITEM: _____

   SOURCE: _____

7. I OBSERVED THE FOLLOWING EMPLOYEE ATTITUDES I WANT TO SHARE WITH MY STUDENTS:

   _____

   _____

8. I OBSERVED THE FOLLOWING ABOUT COMPANY ORGANIZATION AND STAFF RESPONSIBILITIES I WANT TO SHARE WITH MY STUDENTS:

   _____

   _____

9. I MET THE FOLLOWING PEOPLE WHO CAN HELP ME WITH MY PROGRAM AND WITH WHOM I INTEND TO KEEP IN CONTACT:

   NAME: _____ TITLE: _____

   ADDRESS: _____

   PHONE: _____

10. I DISCUSSED THE POSSIBILITY OF PROGRAM ADVISORY BOARD MEMBERSHIP WITH THE FOLLOWING INDIVIDUAL:

    NAME: _____ TITLE: _____

    ADDRESS: _____

    PHONE: _____

11. I DISCOVERED THE FOLLOWING JOB OPPORTUNITIES FOR MY STUDENTS:

    _____

    _____

12. OTHER THINGS I HAVE EXPERIENCED DURING THE INTERNSHIP I INTEND TO INCLUDE IN MY CURRICULUM:

    _____

    _____

LAST DAY

A) REQUEST AN EXIT INTERVIEW (schedule 30-45 minutes)

--The teacher assumes the leadership role in guiding the exit interview.

--Review Training Plan with contact person. (may also want to include supervisors with whom you've worked.)

--Both contact person and teacher complete their respective Exit Interview Forms.

--Share responses with one another.

--Share the ideas you are thinking of implementing into your program.

--Extend appreciation for opportunity and help.

--Bring interview to close.

B) ACKNOWLEDGE AND THANK OTHERS WITH WHOM YOU HAVE WORKED.

*Note: The employee's verification of teacher hours worked will apply for teacher's recertification.

BUSINESS AND INDUSTRY INTERNSHIP PROGRAM
EXIT INTERVIEW TEACHER FORM

Intern _____ Contact Person _____

College _____ Job title _____

Program _____ Company _____

Date _____ City _____

Phone# _____

1) DID THE WORK EXPERIENCE MEET YOUR OVERALL EXPECTATIONS?

yes_____ no_____

If "no" how could the internship experience be changed to help meet your goals?

_____

2) WAS THE WORK EXPERIENCE SPECIFIC ENOUGH TO HELP YOU CHANGE OR IMPROVE YOUR EDUCATIONAL PROGRAM? yes_____ no_____

If "yes" what will occur in your classroom as a result of the internship experience?

_____

If "no" what do you suggest should have been done to make the internship experience more specific to your need?

_____

3) HOW WOULD YOU RATE THE WORKING CONDITIONS DURING THE INTERNSHIP?

excellent_____ satisfactory_____ unsatisfactory_____

4) WHAT WAS THE LEVEL OF DIRECTION AND ASSISTANCE GIVEN BY TRAINING SUPERVISOR?

excellent_____ satisfactory_____ unsatisfactory_____

5) WAS THE INTERNSHIP LONG ENOUGH FOR YOU TO ACQUIRE THE AGREED UPON SKILLS? yes_____ no_____

If "no" how long should an internship be to provide sufficient time to learn the skills you agreed on? (identify the number of weeks) _____

(continued on second page)

6) DID YOU MAKE INDUSTRY CONTACT YOU CAN USE IN THE FUTURE?

yes_____ no_____ If "yes" identify _____

_____

7) DID YOU HAVE ACCESS TO TRAINING MATERIALS? yes_____ no _____

8) IF YOU ATTENDED STAFF MEETINGS, HOW MEANINGFUL WERE THEY TO UNDERSTANDING THE COMPANY AND ITS OPERATION?

very meaningful_____ somewhat meaningful_____ not meaningful_____

9) WHAT NEW SOURCES OF EQUIPMENT AND SUPPLIES DID YOU ACQUIRE?

_____

10) WHAT DID YOU GAIN THAT YOU DID NOT EXPECT?_____

_____

11) ADDITIONAL COMMENTS_____

_____

_____

12) IDENTIFY ANY NEW JOB TITLES COVERED BY YOUR CURRICULUM

_____

13) IDENTIFY ANY OPPORTUNITIES FOR THE TECHNICAL COLLEGE TO OFFER NEW EXTENSION CLASSES _____

_____

AFTER INTERNSHIP IS COMPLETE

1) LETTER OF APPRECIATION

TO: Contact Person

(A) Appreciation for Opportunity

(B) Highlights of Internship Experience

- Specific skills learned
- Other things you gained

(C) How Will You Use the Training Experience?

- What new knowledge, skills and attitudes (please elaborate) you will implement into your program.

2) MEET WITH IMMEDIATE SUPERVISOR/VOCATIONAL ADMINISTRATOR

3) SHARE EXPERIENCE AT STAFF MEETING

4) COMPLETE CURRICULUM UPDATING PLAN

5) MAIL REPORTS TO ALL CONCERNED PARTIES

BUSINESS/INDUSTRY INTERNSHIP PROGRAM

After you complete your internship you are required to develop a plan on how you intend to update your curriculum with the attitudes, skills and information you acquired while on the internship program.

The process to be used to update the curriculum includes: 1) a Curriculum Updating Plan Worksheet and 2) a Summary Form. These forms are attached.

CURRICULUM UPDATING PLAN WORKSHEET:

The Curriculum Updating Plan Worksheet is based on the Daily Log. The worksheet is to be used to identify each new skill, attitude, or category of technical information, or change in what is now taught, that you actually intend to make. This updating worksheet should identify:

1. Where the addition or change fits into the curriculum.
2. What will be eliminated to make room in the curriculum for the addition or change.
3. The method to be used in teaching the addition or change.
4. The expected student outcome as a result of teaching the addition or change.
5. The additional supplies and equipment required to teach the addition or change.

CURRICULUM UPDATING PLAN SUMMARY:

Based on the curriculum updating plan worksheets you are to summarize your plan. This summary is to include:

1. A listing of skill, attitudes and technical information you intend to add or change in your curriculum.
2. The strategies to be used to make the additions or changes (method of teaching).

BUSINESS/INDUSTRY INTERNSHIP PROGRAM
CURRICULUM UPDATING PLAN WORKSHEET

INSTRUCTIONS: Please complete one worksheet for each addition or change to the curriculum. These worksheets and the curriculum updating summary should constitute your plan for improving your curriculum.

.. Identify the new skill, attitude, category of technical information or change in a skill now being taught:

_____

1. Identify where in the curriculum you intend to make this change or addition:

_____

_____

2. What will you eliminate in your present curriculum to make room for this change or addition?

_____

_____

3. Identify the teaching method you will use in your program to teach students the new skill, attitude, technical information or the change in the skill now being taught:

_____

_____

4. What is the expected student outcome as a result of making this addition or change to the curriculum?

_____

_____

5. Identify additional supplies and equipment you will need to implement this addition or change to your curriculum:

_____

_____

BUSINESS/INDUSTRY INTERNSHIP PROGRAM
CURRICULUM UPDATING PLAN: SUMMARY

PLEASE TYPE

Name _____

College _____ Program Area _____

EMPLOYER _____

As a result of the experience gained while on an internship the following curriculum changes will be made:

SKILLS AND TECHNICAL INFORMATION TO BE ADDED TO THE CURRICULUM:

_____

_____

_____

SKILLS/ATTITUDES IN THE CURRICULUM WHICH ARE TO BE CHANGED:

_____

_____

_____

ATTITUDES WHICH ARE TO BE ADDED TO THE CURRICULUM:

_____

_____

_____

STRATEGIES TO BE USED TO MAKE THE ABOVE ADDITIONS AND CHANGES TO THE CURRICULUM:

_____

_____

_____

SHADOWING

"SHADOWING"

Shadowing is an ideal way for teachers to gain first hand knowledge, experience, and a personal understanding of workers and the workplace.

Each teacher is assigned or selects to work with or sometimes to even fill in for an employee for three or four hours. The teachers and employees are briefed in advance so they will know what to expect. The employees are encouraged to be candid.

In this one-on-one situation, teachers gain insight into the kinds of skills needed in a job and learn about work habits and employee attitudes.

Each company designates the positions it feels can be shadowed safely and conveniently.

JOB SHADOWING DATA SHEET

JOB DESCRIPTION

The specific occupation I am observing is _____
Briefly describe what the worker actually does on the job.

Physical Setting

This person's primary job location (office, car loading dock, street, etc.) is:

Briefly describe the work space (Note any extraordinary conditions in addition to a general description i.e. hot, cold, dirty, clean, crowded etc.).

Nature of the Job

Physical conditions of the job (Check those that apply)

___ Requires prolonged periods of (circle those that apply):

sitting/walking/standing/running/heavy lifting/light lifting/other _____

___ Requires use of fine motor skills. Explain:

___ Requires use of gross motor skills. Explain:

___ Requires repetitive activities. Explain:

___ Involves physical danger. Explain:

... Emotional/personal conditions of the job (circle those that apply)

Works:	in isolation	regular hours	1st shift
	with others	irregular hours	2nd shift
	independently	rotating shift	3rd shift
	(others nearby)	consistent shift	

Stressful working conditions (i.e. taking risks, considerable responsibility) Explain:

Performs routine activities (similar activities each day, varying patterns) Explain:

Performs in competitive environment (competes against self, clock, and/or others) Explain:

Educational Requirement of the Job

Pre-employment (circle those that apply):

High school diploma/Vocational-Technical school diploma/Associate College degree/Baccalaureate college degree/Masters degree/other _____

On-the-job education or training required. Explain:

Values

Outside of your work, what are some of the things you value most?

Sample

SHADOWING POSITIONS
TEACHERS/INDUSTRY/EDUCATION

FIRM/BUSINESS CONTACT PERSON	POSITION	TIME

SHADOW EXPERIENCE

TEACHER _____

BUSINESS _____ LOCATION _____

1. JOB DESCRIPTION

   A. _____
   B. _____
   C. _____
   D. _____
   E. _____
   F. _____
   G. _____

2. JOB REQUIREMENTS

   A. Education Required:

      (1) _____
      (2) _____

   B. Classes that would be helpful

      (1) _____
      (2) _____
      (3) _____
      (4) _____
      (5) _____

3. FUTURE JOB PROJECTION

   A. Outlook for the future:

      (1) Great! _____ (2) Maintenance of current employment level _____
      (3) Employment level will be reduced _____ (4) No future in this job _____

   B. Chances for advancement:

      (1) Great! _____ (2) Small _____ (3) None _____

C. Factors that influence advancement:

(1) _____

(2) _____

(3) _____

(4) _____

4. JOB WORKING CONDITIONS (Describe)

5. TRAINING REQUIREMENTS FOR JOB

A. High School Graduation? _____

B. Vocational Training? _____

C. Postsecondary Training? _____

D. College Degree? _____

E. Postgraduate Training? _____

F. No Training Necessary _____

6. PERSONAL REQUIREMENTS FOR JOB

A. What type of attitude and personality (temperament) are required for this job?

(1) _____

(2) _____

(3) _____

(4) _____

7. LEGAL REQUIREMENTS FOR JOB

A. Minimum Age Requirement _____

B. License, Union(s) and Permits Required:

(1) _____

(2) _____

(3) _____

8. OTHER CONDITIONS OF JOB

A. Stands on feet for long hours? _____

B. Must work overtime frequently? _____

C. Must work weekends and holidays? ____

D. Heavy lifting? _____

E. Mental pressure? _____

F. Dust? _____

G. Sedentary? _____

H. Other _____

9. OVERALL EVALUATION (Use back, if needed)

_____

_____

TEACHER/INDUSTRY REPRESENTATIVE EXCHANGE

TEACHER/INDUSTRY REPRESENTATIVE EXCHANGE

- Interested teachers and members of industry work together to "exchange places" and job assignments for a short period of time.

THE EXCHANGE

- Tasks, representing technical competencies which can be developed, should be identified for the teacher and confirmed by the local director/administrator and business/industry consultant prior to the onset of the exchange.

IN-SERVICE TRAINING

- The training is conducted for both the business/industry representative and teacher for approximately 16-20 hours prior to onset of the exchange.

- The training is conducted by a teacher educator, local director/administrator and business/industry consultant.

- The content for the training of teachers includes business/industry policies.

- The content for the training of business/industry representatives includes grading; use of AV equipment; planning; delivering and evaluating instruction; discipline; and school policies and procedures.

CRITERIA FOR SELECTION

TEACHER

Selection of Teachers:

- A teacher from any vocational education service area may be chosen for the exchange, but selection primarily should focus on service areas where technology and the work environment has changed rapidly in recent years.
- Teacher should have taught full-time at least three or four years.
- Teachers should demonstrate an interest in technical updating and be willing to participate in project.
- Teachers should demonstrate the potential for updating and have identified technical competencies needed.
- Teachers should be selected by local directors and/or administration. (Criteria and an application procedure to select teachers will be developed by the project manager/advisory council.)

BUSINESS MEMBERS

Selection of Business/Industry Exchange Representative:

- The business/industry will agree to retrain teachers, provide equipment and training and input into the curriculum.
- The business/industry utilizes new technology which teachers need to learn about and incorporate into their curriculum.
- The business/industry representative expresses an interest in participating.
- The business/industry representative has teaching and/or training experience.
- The business/industry representative has work duties directly involving new technology.
- The business/ industry representative is currently or has been a supervisor or manager.

PRESERVICE OR INSERVICE TRAINING

SCHOOL
(For business representative)

- Local/District school policies/ procedures
- Classroom management (lesson objectives, plans, evaluation, discipline, etc.)
- Teaching/learning theory
- Expected outcomes
- Method of evaluation

BUSINESS
(For Teachers)

- Policies/procedures
- Overview of company working conditions. (Times, site, special needs)
- Description/explanation of job duties/ responsibilities
- Expected out comes
- Method of evaluation